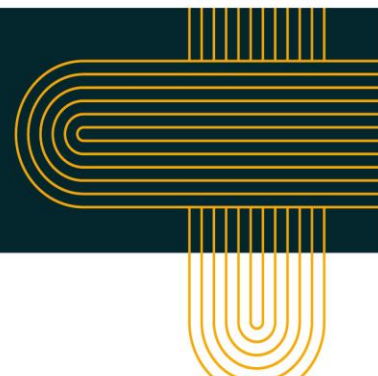




JOB DESCRIPTION

Job Title: Pastoral Support Officer
 Grade: SO1 SCP 23 - 25
 Reporting to: Head of Year/Assistant Principal

Job Purpose:

To work in partnership with the Head of Year and Assistant Principal to support the effective leadership and day-to-day running of the year group, providing high-quality pastoral care, safeguarding and targeted support to ensure students are safe, engaged and able to achieve their full potential.

Responsibilities

Pastoral Leadership and Student Support

- Develop, plan and implement strategies to address the pastoral needs of students (including Child Protection needs) within the year team and the academy, and offer information, advice and guidance to staff regarding student support.
- Carefully track students in the year group in a holistic manner, acting as an advocate and liaising with staff to support targeted students, raise achievement and improve behaviour.
- Develop and implement action plans for identified students relating directly to their individual needs and circumstances.
- Monitor and evaluate students' responses, progress and achievements against action plans through observation and analysis of relevant data.
- Establish and maintain positive mentoring relationships with students that engage, motivate and remove barriers to learning.
- Provide objective and accurate feedback to students about their progress and achievement.
- Encourage students to take responsibility by providing information, advice and guidance to support positive choices around learning and behaviour.

Behaviour, Discipline and Inclusion

- Ensure the Positive Discipline system is robustly and effectively implemented to provide a consistent approach across the academy.
- Support the effective running of Isolation so that it serves to diminish inappropriate behaviour.
- Be 'On Call' for the year group at all times, ensuring appropriate cover when unavailable.
- Work proactively to improve student behaviour through trend analysis and a clear, positive framework in line with the Trust's Behaviour Policy.
- Provide the Behaviour Leader with regular, comprehensive updates on behaviour matters for students on personal caseloads.

Safeguarding and Child Protection

- Effectively safeguard students by taking responsibility for Child Protection within the year group and, where appropriate, across the academy.
- Promote the welfare of students by identifying potential child abuse and following safeguarding procedures in line with the Trust's Child Protection Policy.
- Train as a Child Protection Designated Officer and demonstrate a commitment to improving practice through training and performance management.

- Attend Early Help Plans, including collating accurate information, writing reports and representing the academy.

Family, Agency and External Liaison

- Liaise regularly with parents and carers, supporting effective communication between the academy and home.
- Maintain regular contact with parents/carers of students requiring additional support to secure positive family involvement.
- Act as a point of contact between the academy and external agencies, initiating links and maintaining effective working relationships.
- Attend multi agency meetings to support students' needs and act upon arising issues effectively.

Data, Monitoring and Systems

- Log all appropriate information accurately on academy pastoral systems such as CPOMS and SIMS, and train colleagues where appropriate.
- Take a lead in assessing student performance by analysing data and identifying patterns and trends in collaboration with staff.

Targeted Interventions and Programmes

- Plan and deliver group and individual support sessions on topics such as self harm, anger management, emotional resilience, effective parenting and study support.
- Be accountable for the success of mentoring and support programmes delivered as part of the role.

Attendance, Transitions and Wider Academy Support

- Work alongside the Attendance Team to support students unable to attend the academy, including undertaking home visits where required.
- Support transition arrangements for students entering or leaving the academy.
- Support the academy with student access arrangements and examinations.
- Provide support to the Pastoral, Attendance and Administration teams as required.

Professional Duties and Accountability

- Attend key after school events, training days, staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required.
- Undertake additional duties appropriate to the post as required.
- Be accountable for ensuring students are safe, well looked after, and that Positive Discipline procedures are followed correctly.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
GCSE Grade 5+/C+ and above (or equivalent) in English and Mathematics.	E
A relevant Level 4 qualification (or willing to work towards)	E
Knowledge and Skills	E/D
Knowledge of children and young people's development, Child Protection and Safeguarding policies and procedures.	E
Knowledge of the social, emotional and mental health needs of young people.	E
Knowledge of EHCP & SEMH processes.	E
Knowledge of strategies to de-escalate difficult situations effectively.	E
Able to deal with difficult situations in a calm and professional manner.	E
Able to disseminate information and demonstrate a consultative approach to communication.	E
Knowledge of behaviour modification techniques.	E
Competent user of ICT packages e.g. word & excel.	E
A passion for education and making a difference.	E
Demonstrate good communication skills and the ability to engage positively with children, young people and their families.	E
Drive and determination.	E
Energy, enthusiasm	E
Willingness to contribute to the wider life of the Academy.	E
A good understanding of Positive Discipline.	D
Knowledge of Integrated Practice and an understanding of support available to children and their families.	D
Understanding of SIMS management tools.	D
Experience	E/D
Significant experience of applying learning strategies to help students make progress in their learning – working in and out of classrooms.	E
Experience of engaging and motivating families who may be unwilling to link into services.	E
Experience supporting students to improve behaviours.	E
Experience working within the Behaviour Team of a secondary school.	E
Experience of direct work with children, young people, staff, parents and carers and the knowledge and understanding of how to respond to a diversity of needs and procedures.	E
Experience of the social, emotional and mental health needs of young people.	E
Experience of working collaboratively for the benefit of a team.	E
Experience supporting students to overcome personal barriers to academic success.	D
Experience working with a variety of external agencies to support young people.	D
Experience providing training to others	D

Continuous Professional Development		E/D
• Evidence of commitment to Continuing Professional Development		E
Other Conditions		E/D
• Enhanced DBS Clearance		E

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Reviewed Jun 26